

# St Bonaventure's School Improvement Plan 2022-23



Quick update on:

Priority 1- All children receive high quality PE and music lessons.

Priority 2- Explore and build strategies across the curriculum to respond to children's different learning styles and cognitive barriers to learning.

Priority 3- Support staff and children in recognising and addressing SEMH needs to establish a mentally healthy school environment where staff, parents and pupils feel that their voice is heard and they are part of the St Bons community.

Priority 2- Explore and build strategies across the curriculum to respond to children's different learning styles and cognitive barriers to learning.

- Currently exploring this with staff in detail
- Examining behaviours both inside and outside of the classroom
- Considering how the digital world we now live in impacts on learning behaviours
- Post-covid impact on learning behaviours
- Working in partnership with parents

**Consider: Have parents and carers noticed a change in behaviour and attitudes at home?**

Priority 3- Support staff and children in recognising and addressing SEMH needs to establish a mentally healthy school environment where staff, parents and pupils feel that their voice is heard and they are part of the St Bons community.

- Pupil wellbeing survey for Key Stage 2 pupils carried out in term 1 (areas to address key adult, bullying, anxiety about coming to school)
- Trauma and Mental Health informed schools audit carried out in term 6 - (Protect, Relate, Regulate, Reflect) We are currently working on Regulate and classes have identified their own activities.
- Hand/ brain model, Five point scale, PACE and MindApples to be shared with parents

# Models to support with regulation and reflection

- 1) Being able to recognise activities that help us to regulate (mind apples)
- 2) Understanding what happens when we become dysregulated (hand brain model)

[https://www.youtube.com/watch?v=2xeDcPBD5Fk&ab\\_channel=EmpowerUEducationBuildingResilience](https://www.youtube.com/watch?v=2xeDcPBD5Fk&ab_channel=EmpowerUEducationBuildingResilience)

[https://www.youtube.com/watch?v=ksNrtQToJDU&ab\\_channel=momentousinstitute](https://www.youtube.com/watch?v=ksNrtQToJDU&ab_channel=momentousinstitute)

- 3) Five point scale (see next slide)
- 4) Reflect (PACE) model



## Using the 5PS



Purpose	Example
Labelling and wondering	"I think you might be a number 4, I can see that you are..." "I wonder if you're feeling a number 2 or 3? I noticed..."
Timetabled vs. ad hoc	Morning check-in where child shares their number /maybe a reason Child looks at the scale when they feel their mood change
Links to other social/emotional learning	Facial expression resources Body language, gestures Physical sensations Social Stories
Concrete resources	1-5 scale with slider that child can move across to show a mood change Scale used alongside 'how I'm feeling today' chart or PECS cards
Modelling	(Adult says) "I'm a number 2 this morning, I feel pretty calm but a tiny bit tired!" "This morning I was a number 4 because I dropped my cup of tea. What number were you this morning?"

**What next and questions?**